Education
MANITOBA

Volume 7
Number 1
October 2008

Published by School Programs Division (Kindergarten to Grade 12) of Manitoba Education, Citizenship and Youth

A Rural Education Action Plan for Student Services:
A Message from the Minister

Manitoba Education, Citizenship and Youth (MECY) has a long history of working with rural and northern school divisions to meet the needs of students with exceptional needs. We continue to work with educational partners toward the common purpose of providing learners with access to a relevant, engaging, high-quality, and responsive education that meets their needs, now and in the future.

Teachers in small and remote schools often have challenging workloads, teach several different subject areas, and are in multilevel classrooms without specialized or cluster programs for students with exceptional needs. Small schools also have more challenges when it comes to accessing opportunities for professional learning, recruiting and retaining specialist teachers and highly sought-after clinical professionals, and maintaining a range of programming options in the face of declining enrolment.

As of the 2008/09 school year, MECY will undertake a number of initiatives:

- Expand existing support and services to enhance the delivery of programming for students who have exceptional needs
- Offer expanded direct and online professional learning opportunities in partnership with rural and northern educators, Manitoba First Nations Education Resource Centre (MFNERC), and the universities
- Provide a bursary program to support the training of clinicians who will provide services in difficult-to-recruit areas

MECY staff in the Program and Student Services Branch (PSSB) continue to work directly with school teams for students who are Deaf or hard of hearing and those who are Blind or visually impaired. Staff in PSSB also provide clinical supervision and professional learning opportunities for educators, speech language pathologists, psychologists, and social workers who work in rural and northern Manitoba.

I am pleased to announce that not only will this commitment continue, it will be enhanced. By the end of 2008, we plan to hire five new consultants to enhance training services for educators and clinicians and, when appropriate, to participate with school teams in program planning for students with exceptional learning needs.

One exciting aspect of this initiative is the plan to establish three video conferencing classrooms, and to work with school divisions to ensure that, wherever possible, access to professional learning opportunities is available via technology. This could include web-based courses and live video conferencing, and would allow educators to receive training within their own communities on a flexible time schedule.

I am excited about this initiative, which is responsive to the needs in Manitoba schools. Our response takes into consideration our changing world in respect to technology, our goal of decreasing our carbon footprint by limiting travel, and, most importantly, the need to ensure that all students, no matter where they live in our province, can access appropriate educational programming.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

Inside

New Geographic Information Systems Software	2
Curriculum Update	2
System-Wide Implementation of Manitoba Math Curriculum	3
Recognizing Eco-Globe Schools	4
Aboriginal Youth Mean Business!	4
Aboriginal Educators Poster Series: Role Models for Youth	5
Manitoba Youth Leadership Scholarship	6
MERN Research Profile: Linking Communities Together	7
Enhancing Services in Rural and Northern Areas	8

New Geographic Information Systems Software

By Al Friesen

Manitoba Education, Citizenship and Youth has acquired the rights to a new provincial site licence for the ESRI Geographic Information Systems (GIS) software versions ArcView 9.2, ArcView 9.3, and the ArcCanada 3.0 Data Sets for use by students and educators.

This development gives publicly funded K–12 schools in Manitoba access to the most recent versions of GIS software commonly used in post-secondary institutions, government, and industry. Although the software available through the previous agreement (ArcView 3.3 and ArcView 8.3) can still be used, schools may wish to upgrade to the new versions. There is no direct cost to schools, divisions, or educators for the use of this software for educational purposes.

GIS software is widely used in education, business, agriculture, industry, government, infrastructure, and many other sectors. In recent years, it has come into use in many K–12 schools across Canada as another tool to achieve student learning outcomes. The new Manitoba social studies curricula include many learning outcomes that can be achieved using GIS software. This software can also be used in science and other subject areas.

GIS allows users to create dynamic maps, tables, and charts, and to analyze patterns, trends, and relationships between different variables. The use of GIS software promotes critical thinking as students engage in real-world problems and propose real-world solutions. In addition to being used as an educational learning tool, GIS provides an opportunity to acquire skills that are in great demand in a variety of sectors around the world.

To learn more about GIS in the Manitoba social studies curricula, acquisition of the software, and training opportunities, please visit the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/cur/gis/index.html> or contact

Al Friesen
Social Studies Consultant
Telephone: 204-945-7975
Email: al.friesen@gov.mb.ca

For additional information about GIS and its use in schools, visit <www.esricanada.com/english/3525.asp>.

Curriculum Update

Several projects are underway in the 2008/2009 school year to develop, revise, and implement new curricula for the Kindergarten to Grade 12 English Program. Implementation timelines are provided in the chart.

The Instruction, Curriculum and Assessment Branch continues to provide workshops for curriculum implementation and related professional learning. Information about regional workshops is posted on the workshop registration system at <https://www4.edu.gov.mb.ca/workshops>.

For a list of compulsory curricula and stock numbers for ordering from the Manitoba Text Book Bureau, refer to <www.edu.gov.mb.ca/k12/cur/csai.html>.

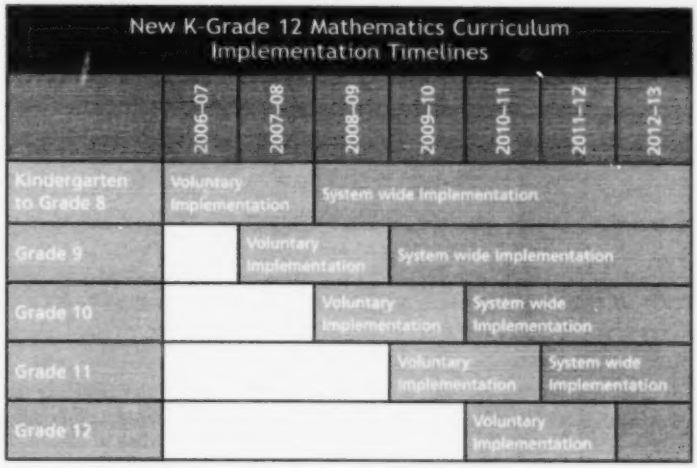
Implementation Timelines

Curriculum	Voluntary	System-Wide
Compulsory		
Arts Education: K–8	2008–2010	2010–2011
Mathematics: K–8		2008–2009
Mathematics: 9	2007–2009	2009–2010
Mathematics: 10	2008–2010	2010–2011
Mathematics: 11	2009–2011	2011–2012
Mathematics: 12	2010–2012	2012–2013
Physical Education/Health Education: 11–12		2008–2009
Social Studies: 11	2008–2009	2009–2010
Optional		
Aboriginal Languages and Cultures: K–12		2008–2009
Aboriginal Studies: 12	2006–2009	2009–2010
Biology: 12		2008–2009
Career Development: 11–12		2008–2009
Chemistry: 12	2007–2008	2009–2010
English as an Additional Language: K–12	2006–2009	2009–2010
German Language and Culture: 7–12	2008–2010	2010–2011
German Language and Culture: 9–12	2008–2010	2010–2011
Hebrew: K–6	2007–2009	2009–2010
Industrial Arts: Senior Years	2006–2009	2009–2010
Information and Communication Technology: Senior Years		2008–2009
Interdisciplinary Topics in Science: 12	2007–2009	2009–2010
Literacy, Academics, and Language: 9	2007–2009	2009–2010

System-Wide Implementation of Manitoba Math Curriculum

By Sherry Perih

Manitoba Education, Citizenship and Youth, in conjunction with its Western and Northern Canadian Protocol (WNCP) partners (British Columbia, Alberta, Saskatchewan, The Yukon, Northwest Territories, and Nunavut), has finished revising the *Common Curriculum Framework for Kindergarten to Grade 12 Mathematics*.



Manitoba distributed *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes* to schools in the spring of 2008, and system-wide implementation of this framework began in September.

The conceptual framework for K–9 mathematics describes the nature of mathematics, mathematical processes, and the mathematical concepts to be addressed in Kindergarten to Grade 8 mathematics.

The revisions to this framework take into account recent research in mathematics, as well as feedback from teachers in each jurisdiction. This document provides a common base for the curriculum expectations mandated by Manitoba Education, Citizenship and Youth.

A significant change in the new curriculum is the reduction of learning outcomes. This will allow teachers more time to focus on essential concepts in greater depth, and provide more time for teachers to explore mathematics with students. This curriculum introduces achievement indicators with each specific learning outcome. The list of indicators provides examples of evidence of understanding that may be used to determine whether or not students understand a given outcome. Teachers may use any number of these indicators, or they may choose to use other indicators as evidence that the desired learning has been achieved.

In today's ever-changing society, students need to know more than facts and procedures. This curriculum engages students in applying their knowledge to solve problems. Students are not just learning to do math and understand it, but are working collaboratively to learn why it works.

Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes is also available online at <www.edu.gov.mb.ca/k12/cur/math>.

A variety of workshops will be available over the next school year. For more information, please visit <https://www4.edu.gov.mb.ca/workshops> or <http://www2.edu.gov.mb.ca/manetfr/m-s4/coup/>.

If you have any questions about the implementation of the new curriculum, please contact the following consultants:

K–4 Mathematics
Sherry Perih
204-945-1752
1-800-282-8069, ext. 1752
sherry.perih@gov.mb.ca

5–8 Mathematics
Heather Knight
204-945-5248
1-800-282-8069, ext. 5248
heather.knight@gov.mb.ca

K–12 Conseillère pédagogique
Nicole Allain Fox
204-945-6936
1-800-282-8069, ext. 6936
nicole.allainfox@gov.mb.ca

9–12 Mathematics
Carole Bilyk
204-945-1773
1-800-282-8069, ext. 1773
carole.bilyk@gov.mb.ca

Now $55
Discounted price for Manitoba schools for the first 7500 copies sold
Canada, A Country of Change
MANITOBA TEXT
MTBB
BOOK BUREAU
Serving the Manitoba Education Community since 1931
Selling Price $60.00
Canada, A Country of Change: 1867 to Present correlates closely with the Manitoba Grade 6 Social Studies curriculum. This highly visual student resource contains many pedagogical features to promote student success.
Portage and Main Press
MTBB stock #5167
Manitoba Text Book Bureau
1-866-771-6822
Fax: 204-483-5041
www.mtbb.mb.ca

Recognizing Eco-Globe Schools

By Anne MacDiarmid

Manitoba educators and students are undertaking many exciting initiatives to expand educational experiences beyond the school and to embrace the wider world. As education for sustainable development (ESD) is embedded in the curriculum, many schools have found ESD provides opportunities for interdisciplinary approaches to learning.

Manitoba schools are becoming more sustainable, both in their daily practices and their overall learning environment, and these sustainable schools are optimistic and aware of their place in the local and global community.

Manitoba Education, Citizenship and Youth (MECY) recognizes the variety of activities in Manitoba schools that promote and integrate ESD. As a result, it has developed *Eco-Globe Schools Recognition* to acknowledge schools' commitment to ESD and to facilitate the sharing of ideas and innovative practices. This initiative recognizes three levels of sustainability: awareness, action, and transformation.

> *"Sustainable Development can be defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs."*
>
> *World Commission on Environment and Development, 1987*

Visit the MECY website at <www.edu.gov.mb.ca/k12/esd> for program application criteria, as well as further information about ESD, other grant initiatives, and to request divisional support for workshops and ESD information sessions. Recognized schools will be announced in the fall of 2009.

Upcoming ESD Conferences

See the ESD site for more info: www.edu.gov.mb.ca/k12/esd/

November 23–26

Sustainability and Education Academy (SEdA)

November 26–28

Choose the Future: ESD Conference

Aboriginal Youth Mean Business!

By Roberta Hewson

Aboriginal youth are the fastest-growing segment of Manitoba's population. Classrooms are preparing youth to be part of the solution to fill the province's skills shortage. Aboriginal youth and adults, through learning and training, are increasingly more ready, willing, and able to meet those needs.

Educators and business leaders in Manitoba understand that "Aboriginal youth mean business." Manitoba is preparing and encouraging youth to *work for* industry, but how can we encourage youth to *become* industry? Business ownership can have many benefits, but even just learning the skills of entrepreneurship can lead youth to great success. Learning how to start a business is experiential learning. Thinking like an entrepreneur means thinking about budgeting, planning, marketing, sales, skills, values, and experiences that can help these young people in so many ways for the rest of their lives.

The Aboriginal Youth Mean Business! program encourages students to think about business ownership as a career path, and offers them a practical website they can use as a tool to find their way. They can meet Aboriginal role models, find out about events and news, and find all the resources they need to start or grow a business. The "Green Light to Business Ownership" quiz that is available on the site is grounded on an Essential Skills framework—again, promoting skills for a lifetime.

You are encouraged to visit the website at <www.aymb.ca>. To find out more about the site and how to maximize your school's use of it, contact

Roberta Hewson
Executive Director
Partners for Careers
MB4Youth
Telephone: 204-945-0447
Email: roberta.hewson@gov.mb.ca

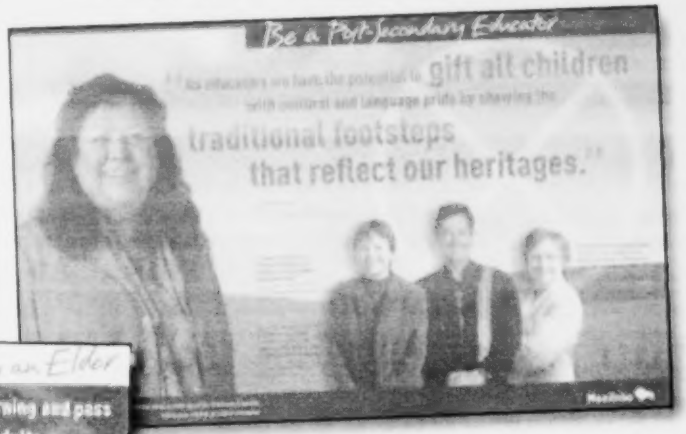
Aboriginal Educators Poster Series: Role Models for Youth

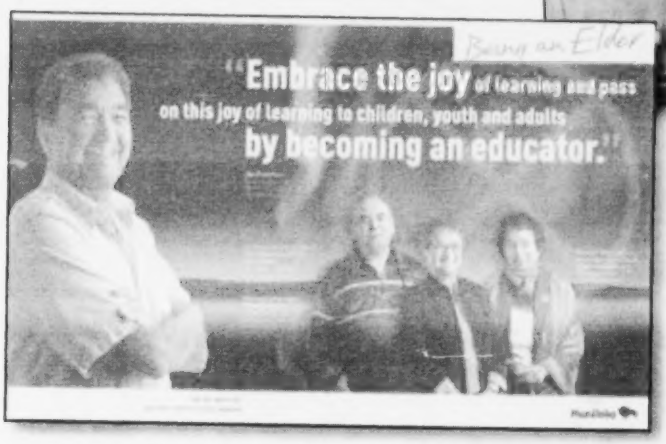
By Susy Komishin

The 2004–2007 Aboriginal Education Action Plan (AEAP) identified several key areas to support improved outcomes for Aboriginal learners in Manitoba. Its first objective was to increase high school graduation rates by identifying specific actions to support achievement in this area. Another objective was to increase the number of Aboriginal teachers within Manitoba by establishing mechanisms to recruit and train more Aboriginal teachers over the long term.

To achieve the goals identified in the AEAP, the Aboriginal Education Directorate has made an effort to assist educators by providing them with an additional tool to encourage young people to consider education as a career choice: the Aboriginal Educators Poster Series. Educators from across the province provided overwhelming support in the development of this poster series, and over 50 Aboriginal educators volunteered to participate in a photo shoot and to provide quotations on why youth should consider a career in education.

The Aboriginal Educators Poster Series includes four posters that feature various careers in education: teachers, education administrators, post-secondary educators, and Elders. Each poster highlights educators in these fields and their message for youth about choosing education as a career. The Directorate wants to provide students with culturally relevant role models and, as a result, the posters reflect the cultural diversity of Aboriginal people in Manitoba.




Being an Elder
"Embrace the joy of learning and pass
on this joy of learning to children, youth and adults
by becoming an educator."

For more information, contact

Susy Komishin
Advanced Education Literacy Training Consultant
Aboriginal Education Directorate
Telephone: 204-945-4653
or 1-800-282-8069, ext. 4653
Email: susy.komishin@gov.mb.ca

Manitoba Youth Leadership Scholarship

By Hugh Sigurdson

Manitoba Education, Citizenship and Youth has placed a high priority on increasing the participation of young people in our communities and involving them in decisions and processes that affect their lives.

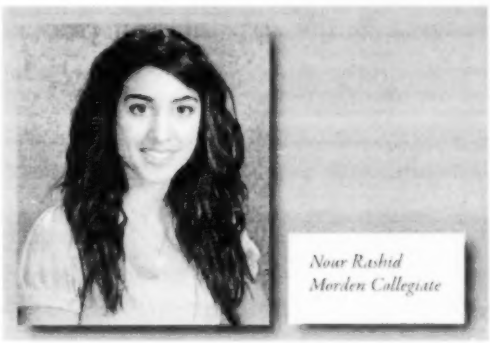
This involves encouraging our young people to become active, responsible citizens. As such, the new social studies curriculum has identified citizenship as its core concept throughout all grade levels. Being knowledgeable about our democratic process and showing a willingness to participate in it is one aspect of good citizenship. Another aspect of good citizenship that is just as important for youth is caring about their schools, their communities, and the world, and being willing to get involved and take action in order to make a difference.

To recognize and reward youth who are willing to become committed leaders and volunteers in their schools and communities, Manitoba Education, Citizenship and Youth has, for each of the past two years, awarded 200 Youth Leadership Scholarships of $500 to Grade 12 students who devote their efforts towards leadership, citizenship, and the promotion of healthy living. Recipients can use these scholarships for their post-secondary studies.

From the applications received for the Youth Leadership Scholarship over the past two years, it is quite evident that our province has an abundance of such dedicated and caring youth, and that in many different ways each of them has made a difference in their schools, communities, and beyond.

A prime example of one such dedicated and caring student is Nour Rashid from Morden, Manitoba. Nour has volunteered over 200 hours over the past year to four different projects in the school and the community, and she clearly demonstrates the qualities of citizenship, leadership, and dedication to the promotion of healthy living.

Since joining Morden Collegiate's social justice group HASTA (Hopeful Aware Students Taking Action) in 2004, Nour has been very active and has taken on a leadership role by spearheading fundraising and awareness activities for many issues and organizations, including the Manitoba Campaign to Ban Landmines, UNICEF, South Central Committee on Family Violence (Genesis House), Gulu Walk, and Amnesty International.



Nour Rashid
Morden Collegiate

Another project that has benefited greatly from Nour's involvement is Morden's Special Olympics program. According to the regional coordinator of Special Olympics Manitoba, "Nour has worked very hard since September to get the Peewee Special Olympic Program up and running. The Peewee Special Olympic Program is for children aged 3 to 8 who have an intellectual disability. Nour has developed and implemented great ideas to warm up the participants and involve them in athletic activities."

Nour says her involvement in the Champions Mentorship Program "has allowed me to educate youth by planning and executing fun, educational classes for Grade 5 students on topics such as peer pressure, communication, decision making, bullying, and drugs and alcohol." Nour researched these topics and obtained the materials necessary to come up with creative and effective lessons that engaged and excited the Grade 5 students.

As well as helping youth, Nour has also found a way to help the elderly. She has been volunteering at the Boundary Trails Health Centre since the fall of 2007, where she spends most of her time with the elderly patients. She takes them for walks, plays piano for them, reads to them, and plays cards and other games with them. "I am there," Nour explains, "to listen to them and keep them company when they are lonely." According to her supervisor, "Nour uses her soft and courteous manner to help our patients forget about their troubles, aches, and pains. Thus, Nour's compassionate manner has made a remarkable impression with the families and with staff members at our health facility."

Nour is but one example of how, through their seemingly tireless efforts, many of our young people are making such a difference for so many people in their schools, their communities, and beyond.

Reading the stories of the many Grade 12 students who have applied for the Manitoba Youth Leadership Scholarship is indeed encouraging. So many young volunteers and leaders making such a difference throughout the province brings to mind the much-repeated quote from Margaret Mead:

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has."

For more information, contact

Nancy Buchanan
Manager
Youth Citizenship, Leadership, and Career Development
MB4Youth
Telephone 204-945-0884
or 1-800-282-8069, ext. 0884
Email: nancy.buchanan@gov.mb.ca

MERN
Manitoba Education Research Network
www.mern.ca
Connecting research in education to policy and practice

Research Profile

Linking Communities Together

By Léonard Rivard

Throughout my career, I have become aware that researchers must constantly be alert to the possibility of underestimating the potential in what may appear at first glance to be a simple research problem.

I have recently been collaborating with the University of Manitoba's Centre for Research in Youth, Science Teaching and Learning (CRYSTAL) on a professional development project supporting science teachers in the Division scolaire franco-manitobaine (DSFM). Entitled *Linking Communities Together*, the project was originally designed to bring various partners together in a common enterprise with the goal of enhancing science teaching and learning. The partners include consultants from the Bureau de l'éducation française Division (BEF) at Manitoba Education, Citizenship and Youth, professors from both education and science faculties at Collège universitaire de Saint-Boniface (CUSB), and teachers and other support staff from DSFM. The project has also benefited from the unwavering support of central and school administrations.

Since Dr. Rodelyn Stoeber, a professor at CUSB, began working on this project, she has obtained several grants that have reinforced and extended the original project. She obtained a two-year *Francommunautés virtuelles* grant from Industry Canada for a project entitled *Petites écoles en réseau* (PEER), which means "small schools in a network." This project, which again involved a partnership among DSFM, BEF, and CUSB, uses cutting-edge technology to link up students and teachers in small isolated schools from all over the province. This enables teachers to share their expertise while co-teaching the Grade 9 Science program, and to create an effective virtual learning community.

In collaboration with another CRYSTAL team member, Professor Fernand Saurette from the Faculté des sciences at CUSB, the team was successful in obtaining a PromoScience grant from the Natural Sciences and Engineering Research Council of Canada to promote science among students. Studies have shown that fewer students pursue post-secondary education in these areas. Fernand developed a mini-composter that can be used in the classroom for studying decomposition, and Rodelyn has developed various Internet-based tools that students can use to share experimental data obtained from using the composter. The project has allowed classrooms across the province to study a biological process using a simple device while promoting important values related to protecting the environment and sustainable development.

In July 2007, CUSB was awarded a five-year, million-dollar Community-University Research Alliance (CURA) grant from the Social Sciences and Humanities Research Council of Canada. I am the principal investigator and director of this research program on Francophone identities in Western Canada. Although the program encompasses nine different research teams studying various questions related to language, culture, and heritage, one project addresses the use of reading and writing in the science classroom. As such, this extends the important work begun with the CRYSTAL project.

Dr. Marianne Cormier from the University of Moncton and I have developed classroom strategies that can be used to enhance student comprehension of both print and digital science texts. The CRYSTAL team at CUSB will be working with teachers to support their use of these strategies in authentic learning environments. I am also collaborating with a colleague from the University of Alberta to develop effective classroom strategies for writing in the science classroom. Once again, these will be used in a professional development situation to support classroom teachers.

Research programs have a tendency to evolve over time and the result is often a far cry from the initial proposal. The initial CRYSTAL project proposal was very modest compared to what has become a multifaceted program involving many researchers from Manitoba and beyond. But it is not the destination that is important; it is the journey!

Profile

Léonard Rivard is a professor of science education and Dean of the Faculté d'éducation at Collège universitaire de Saint-Boniface, as well as Director of Research. He has also been a science teacher, consultant, and professor in Manitoba, and has worked overseas on various international assignments in Africa, Asia, and the Caribbean. His Master of Education focused on the development of Grade 10 Science instructional materials, and his Ph.D. examined the role of speech and writing with regard to learning science in the Middle Years. Over the last 20 years, his research has examined the use of various language-based strategies for classroom learning, comparisons of summary writing among secondary students across grade levels, and the acquisition of expert discursive competencies by college science students. More recently, his work has focused on supporting the professional growth of science teachers in Manitoba schools.

Enhancing Services in Rural and Northern Areas

By Karen Priestley

It is a challenge to provide specialized services to those students with exceptional needs who live in rural and northern areas of Manitoba, but a desire to meet this challenge and to enhance more localized support services for students has resulted in a unique partnership.

Staff from Manitoba First Nations Education Resource Centre (MFNERC), Manitoba Education, Citizenship and Youth (MECY), Frontier School Division, Mystery Lake School Division, the Society for Manitobans with Disabilities, and Burntwood Regional Health Authority (Audiology) met in Thompson in December 2007 to outline a potential project to improve services for students in their schools.

Initially, the project focused on how to enhance services to students who are Deaf and hard of hearing. The shared concern was how students and the staff working with them in northern schools could have more access to American Sign Language (ASL) education and to the Manitoba School for the Deaf in Winnipeg. Project partners tried to determine how these students, their parents, and their teachers could be supported in the North, closer to their community, as they learn to understand hearing loss. Could locally based services provide support for things like hearing aids? Is there a way for parents, professionals, and students in the North to network more effectively?

With the announcement of funding to enhance support in rural and northern Manitoba, the project concept expanded. Discussions began to include the ways the initial plan could enhance services for all students with exceptional needs, including students with learning disabilities.

This funding included money earmarked toward establishing the Thompson Resource Centre, which includes a multi-functional space, equipment, furniture, and a full-time staff person to coordinate and facilitate many anticipated activities. The staff person provides support to arrange access to services based on child/family and school needs. The range of supports includes opportunities for students, staff, and parents to network and to access specialized professional development opportunities on-site and through distance technology and professional/specialist consultation.

Goodwill toward the project was evident from the start, with each organization offering and then confirming contributions toward the establishment of the centre. It was agreed that the program would be piloted for three years and then reviewed. MFNERC would provide a classroom in its new building in Thompson, and MECY would fund a grant for a staff position as well as purchase distance technology equipment. Frontier School Division would provide ongoing technology support and furniture for the classroom, and Mystery Lake School Division would assume responsibility for the employment contract for the staff person, including professional development and support. To complete this community partnership, the Society for Manitobans with Disabilities and Burntwood Regional Health Authority would provide family services support/information and regular on-site audiology services.

Used by permission. All rights reserved.

It is hoped that services to students with exceptional needs in northern areas will be enhanced through this collaborative project. Watch for updates and, if you are in Thompson, feel free to pop in to the centre, which is located in the MFNERC building at 202–79 Selkirk Avenue.

For more information, contact

Karen Priestley
Coordinator
Program and Student Services Branch
Telephone: 204-945-2051
or 1-800-282-8069, ext. 2051
Email: karen.priestley@gov.mb.ca

Education
MANITOBA

ISSN 0704-2671

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be adapted or reproduced and translated into French.

The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/k12/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

Lee-Ila Bothe
1567 Dublin Avenue
Winnipeg MB R3E 3J5
Ph: 204-945-7878
Fax: 204-945-3042
Email: lee-ila.bothe@gov.mb.ca

We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

Manitoba